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ABSTRACT

This second in a series of twelve modules presents sex equity guidelines for use in evaluating vocational and technical education print and non-print instructional media. The guidelines are separated into three categories: art, language, and content. The specific guidelines included within each category are illustrated using examples from various vocational education disciplines. A companion sex equity guidelines check sheet is designed to facilitate media evaluation. (LRA)

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promoting
sex equity
in the classroom

sex equity guidelines

Sex Equity Guidelines are for use in evaluating vocational and technical education print and nonprint instructional media. The guidelines are separated into three categories: art, language and content. Examples are included to clarify each guideline. A companion Sex Equity Guidelines Check Sheet will facilitate media evaluation.

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Using Sex Equity Guidelines

Module #2

Sex Equity Guidelines have been developed for evaluating print and nonprint instructional media used in the vocational and technical education classroom. Prior to media evaluation, read the Sex Equity Guidelines contained in this module to familiarize yourself with their scope.

SELECT THE MEDIUM

Our experience indicates that it is easiest to begin the evaluation with the art category. Review the art guidelines and examples. Then turn to the Sex Equity Check Sheet, Art Work. As you proceed through the medium being evaluated, note whether questions apply or do not apply. If they apply, answer each question yes or no. Check in the appropriate column. Some of the guidelines items are phrased as two or more questions to include all parts of a statement. Complete the remaining two sections of the check sheet, language and content, following the same procedure.

DRAW CONCLUSIONS

Determine the equitability of the medium noting its strengths and weaknesses. Looking at your checks in the yes, no, and not applicable column will help you determine whether the art, language, or content of your resource needs to be complemented with strategies designed to promote sex equity.

REVIEW, SELECT, AND ADAPT STRATEGIES

For example, if you answer "no" to check sheet item, Art 1, you will first refer to Module #3 Strategies - Art. An example strategy suggested in this module is to have students develop a pamphlet or booklet on a related topic making certain there is an equal balance of sexes in the illustrations. Repeat the procedure for language and content referring to Modules #4 Language and #5 Content for creative strategies that will help you PROMOTE SEX EQUITY IN THE CLASSROOM.

SEX EQUITY GUIDELINES

for Evaluating Print and Nonprint

Instructional Media: Vocational and Technical Education

The following Sex Equity Guidelines for Evaluating Print and Nonprint Instructional Media: Vocational and Technical Education are separated into three categories: (1) art work - illustrations and/or pictures, (2) language - written and/or spoken, and (3) content - explicit and/or subtle. The specific guidelines included within each category have been illustrated using examples from various vocational education disciplines. For further clarification expressions and situations to be avoided have been included in some instances.

Intended use of the "Guidelines" includes but is not limited to:

1. evaluation of existing print and nonprint instructional media in the vocational and technical education classroom,
2. selection of new materials to be purchased or acquired,
3. development of instructional materials,
4. PROMOTION of sex equity teaching strategies.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

1. Art work maintains a numerical balance between the sexes.

   ex. Females and males are equally represented in pictures and illustrations both in color and in black and white.

2. Art work depicts alternately both males and females in dominance.

   es. If a male is the center of interest in a picture, a female is similarly illustrated.

3. Females and males are depicted in nontraditional occupations.

   ex. A male is shown as a dental hygienist.
   A female is shown as a large equipment operator.

4. Art work depicts males and females equally in varied levels of occupational status and responsibility.

   ex. If a female is illustrated as a law enforcement officer, a male might be illustrated as a fire fighter.

5. Males and females are depicted using vocationally acquired skills in expanded societal roles.

   ex. A female is pictured demonstrating automobile maintenance for a Senior Citizen's Club.

   A male is pictured in the neighborhood cooperative center caring for children.

6. People are depicted in appropriate attire for their occupational role.

   ex. Both a female and a male are pictured in coveralls, wearing industrial eye protection, working on a small engine project.

7. Illustrations of people include many body types and occasional evidence of handicaps.

   ex. A buxom woman is illustrated wearing a garment made from a half-size pattern.

   A bookkeeper is illustrated as having only one arm.

LANGUAGE - WRITTEN OR SPOKEN

1. Titles of address indicating gender are omitted.

   ex. Connie Mendez and Fritz Mueller are interviewing for a job.

2. Gender-free plural pronouns or an equal balance of gender specific singular pronouns are used.

   ex. They are studying safety procedures. She is checking the equipment while he reads from the operating manual.

3. Gender-free nouns are substituted for gender pronouns.

   ex. The groundskeeper will aerate the golf course greens.

   (Avoid: He will aerate the golf course greens.)

4. Gender-free nouns are used to denote all human beings.

   ex. People benefited from the discovery of a new wheat strain.

   (Avoid: Mankind benefited from the discovery of a new wheat strain.)

5. Indefinite pronouns; anyone, anybody, everyone, everybody; may have a plural pronoun referant in all but strictly formal usage.*

   ex. Anyone going to the welding shop during school hours must file their permission slip in the office.

   (Avoid: Anyone going to the welding shop during school hours must file his permission slip in the office.)

6. Sex-free occupational titles are used, as indicated in the 1977 Dictionary of Occupational Titles, fourth edition.

	1977 Edition	(contrast)	1965 Edition
ex.	Infant's Nurse-DOT#301.677-010		Nurse Maid-DOT#307.878
	Airplane Flight Attendant-DOT#352.467-101		Airplane Stewardess-DOT#352.878
	Repairer-DOT#630.281-022		Repairman-DOT#630.281

7. Reference is made to physical appearance only when there is a purpose.

   ex. Frank Hayashida received the million dollar real estate sales award.

   (Avoid: When Frank Hayashida received the million dollar real estate sales award, he wore a shocking blue blazer with a creamy white turtleneck and spiderweb turquoise pendant.

   Avoid: Blond, blue-eyed Hazel Spillers won the livestock judging award.)

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*National Council of Teachers of English. Guidelines for nonsexist use of language in NCTE publications. 1111 Kenyon Road, Urbana, IL. 1975.

8. An occupation is described as being performed by both sexes.

   ex. Either Beth Alden or Rafael Martinez, community health aides, is qualified to present a series of nutrition lessons.

   Ling Shiue and Homer Horton, supervisors for the tool and die department, checked the die for a horizontal screw extruder.

9. Nondemeaning descriptions of people are used.

   ex. The women were discussing safety procedures for using a microwave oven.

   (Avoid: The girls were chattering about safety procedures for using a microwave oven.)

   The clerk will check the shipping list.

   (Avoid: I'll have my boy (or girl) check the shipping list.)

LANGUAGE - SPOKEN

10. A range of emotions is expressed by the speaker(s).

    ex. Both males and females can express affection, anger, happiness, assertiveness, passiveness, silence, frustration, and sadness.

11. Vocal presentation communicates the intended message avoiding sex-biased connotations.

    ex. A female speaks in a firm voice rather than a whining voice.

    A male speaks in a soft voice rather than a gruff voice.

12. Titles of address indicating gender are used only when preferences are stated.

    ex. Ms. Podlasek (because she prefers Ms. rather than Mrs.) presented a slide program for the sales meeting.

    Earl James (who prefers not to be referred to as Mr.) sponsored a school trip.

CONTENT - EXPLICIT AND/OR SUBTLE

1. Both sexes are portrayed in a variety of occupations.

   ex. A male and a female are described as interior decorators.

   A female and a male are described as people who fish commercially.

2. Both females and males are portrayed in a range of societal roles.

   ex. Bob Crawford, an auto mechanic, is described helping his YMCA little brother motorize a bicycle.

   Myra Eckstein coordinated the United Way drive for her county.

3. Males and females portray a range of emotions, values, interests, and abilities.

   ex. emotions

   Both females and males are described as affectionate, angry, happy, assertive, passive, silent, frustrated, and sad.

   ex. values

   Both males and females are described as valuing knowledge, love, power, prestige, family, and beauty.

   ex. interests

   Both females and males are described as being interested in needlework, carpentry, gardening, painting, stamp collecting, car care, gourmet cooking, and sports.

   ex. abilities

   Both males and females are described as being skilled in math, language, science, social studies, building, sewing, drawing, and dancing.

4. People are presented in nontraditional occupations to illustrate diversity of abilities.

   ex. A female's mortuary business is described.

   A male's job as a correspondence clerk is described.

5. Preparation for an occupation is described as available to individuals regardless of sex.

   ex. A recruitment brochure for a fashion merchandising program discusses courses available to all students regardless of sex.

SEX EQUITY CHECK SHEET

for Evaluating Print and Nonprint

Instructional Media: Vocational and Technical Education

DIRECTIONS: Identify type of instructional medium to be evaluated and indicate title and author.

Print_____
(lab manual, text, etc.)

(or)

Nonprint_____
(movie, slides, etc.)

TITLE:

_____

_____

AUTHOR (producer):

_____

_____

Respond to each item on the check list by placing a (✓) in one of the columns on the right. Column choices include YES, NO, or NOT APPLICABLE (N/A). A check in the YES column denotes "Sex Equitable" for that item. Definitions which may clarify items contained in the check sheet follow:

Expanded Societal Role - a part played by an individual that is not bound by an organized traditional pattern of relationships.

Nonprint Instructional Medium - includes audible tapes, instructional pictures, slides and filmstrips, sound motion pictures, video tapes.

Nontraditional Occupation - jobs females or males enter which have been traditionally prescribed to the other sex.

Print Instructional Medium - includes laboratory manuals, transparencies, study guides, textbooks, programmed instruction books.

Sex Bias - prejudice based solely on sex exclusive of individual characteristics.

Sex Equitable - males and females presented in a balanced manner, impartially, showing like treatment.

ART WORK - ILLUSTRATIONS AND/OR PICTURES

	Yes	No	N/A
1. Does art work maintain a numerical balance between the sexes?			
2. Does art work depict alternately both females and males in dominance?			
3a. Are females depicted in nontraditional occupations?			
3b. Are males depicted in nontraditional occupations?			
4a. Does art work depict males and females equally in varied levels of occupational status?			
4b. Does art work depict females and males equally in varied levels of occupational responsibility?			
5a. Are males depicted using vocationally acquired skills in expanded societal roles?			
5b. Are females depicted using vocationally acquired skills in expanded societal roles?			
6a. Are females depicted in appropriate attire for their occupational roles?			
6b. Are males depicted in appropriate attire for their occupational roles?			
7a. Do illustrations of people include many body types?			
7b. Do illustrations of people include occasional evidence of handicaps?			

LANGUAGE - WRITTEN/SPOKEN

If the spoken word is involved, answer all questions on this page; if not respond only to first nine items.

		Yes	No	N/A
1.	Are titles of address indicating gender omitted?			
2a.	Are gender-free plural pronouns used?			
2b.	Is there an equal balance of gender-specific singular pronouns?			
3.	Are gender-free nouns substituted for gender pronouns?			
4.	Are gender-free nouns used to denote all human beings?			
5.	Do indefinite pronouns have a plural pronoun referent (thus avoiding use of singular gender pronouns, e.g., he/she, her/his)?			
6.	Are sex-free occupational titles used as indicated in the 1977 Dictionary of Occupational Titles, fourth edition?			
7.	Is reference made to physical appearance only when there is a purpose?			
8.	Is each occupation described as being performed by both sexes?			
9.	Are nondemeaning descriptions of people used?			

LANGUAGE - SPOKEN

10a.	Is a range of emotions expressed by a female speaker(s)?			
10b.	Is a range of emotions expressed by a male speaker(s)?			
11a.	Do male vocal presentations communicate the intended message avoiding sex-biased connotations?			
11b.	Do female vocal presentations communicate the intended message avoiding sex-biased connotations?			
12a.	Are titles of address indicating feminine gender used only if speaker prefers?			
12b.	Are titles of address indicating masculine gender used only if speaker prefers?			

CONTENT - EXPLICIT AND/OR SUBTLE

	Yes	No	N/A
1a. Are females portrayed in a variety of occupations?			
1b. Are males portrayed in a variety of occupations?			
2a. Are males portrayed in a range of societal roles?			
2b. Are females portrayed in a range of societal roles?			
3a. Do females portray a range of emotions?			
3b. Do males portray a range of emotions?			
3c. Do males portray a range of values?			
3d. Do females portray a range of values?			
3e. Do females portray a range of interests?			
3f. Do males portray a range of interests?			
3g. Do females portray a range of abilities?			
3h. Do males portray a range of abilities?			
4a. Are females presented in nontraditional occupations to illustrate the diversity of abilities?			
4b. Are males presented in nontraditional occupations to illustrate the diversity of abilities?			
5. Is preparation for an occupation described as available to individuals regardless of sex?			

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